

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

School Results

School: Benjamin Wentworth Intermediat
District: Scarborough School Department
Code: 1149-1392



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Grade Level Summary Report

School: Benjamin Wentworth Intermediat
 District: Scarborough School Department
 State: Maine
 Code: 1149-1392

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				263	39	15	175	67	40	15	9	3	649	264	15	66	16	3	649	13,416	12	59	21	8	646
MATH				263	77	29	128	49	35	13	23	9	647	264	29	48	14	9	647	13,427	20	44	18	19	643
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Reading Results

School: Benjamin Wentworth Intermediat
District: Scarborough School Department
State: Maine
Code: 1149-1392

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

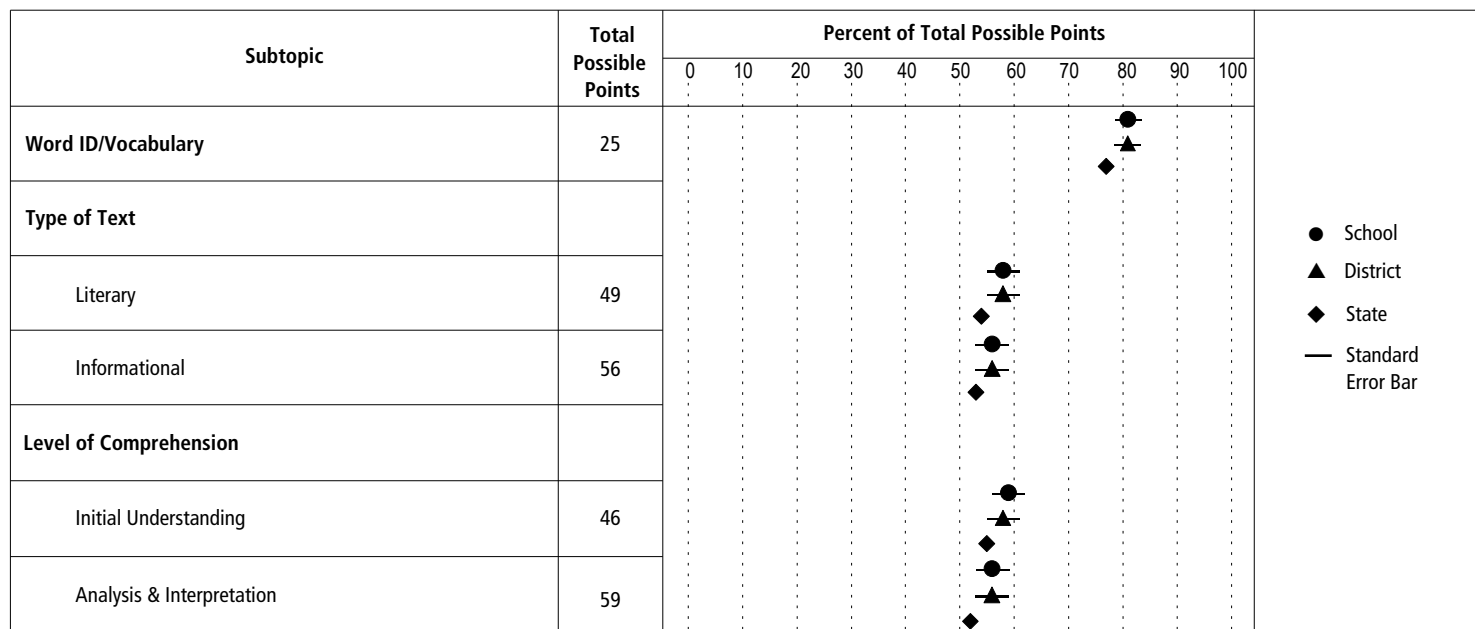
(Scaled Score 629–639)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				251	44	18	158	63	40	16	9	4	648
2011-12				230	66	29	126	55	30	13	8	3	651
2012-13				263	39	15	175	67	40	15	9	3	649
Cumulative Total				744	149	20	459	62	110	15	26	3	649
District													
2010-11				252	44	17	158	63	40	16	10	4	648
2011-12				230	66	29	126	55	30	13	8	3	651
2012-13				264	39	15	175	66	41	16	9	3	649
Cumulative Total				746	149	20	459	62	111	15	27	4	649
State													
2010-11				13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12				13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
2012-13				13,416	1,611	12	7,920	59	2,822	21	1,063	8	646
Cumulative Total				40,569	5,831	14	23,226	57	8,352	21	3,160	8	646





Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Reading Results

School: Benjamin Wentworth Intermediat
 District: Scarborough School Department
 State: Maine
 Code: 1149-1392

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				263	39	15	175	67	40	15	9	3	649	264	15	66	16	3	649	13,416	12	59	21	8	646
Gender																									
Male				139	13	9	95	68	25	18	6	4	647	139	9	68	18	4	647	6,929	7	58	25	10	644
Female				124	26	21	80	65	15	12	3	2	651	125	21	64	13	2	651	6,487	17	60	17	6	648
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										4						240	8	57	26	9	644
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						116	2	53	33	13	640
Asian				5										5						239	16	55	20	8	647
Black or African American				2										2						378	3	38	33	26	637
Native Hawaiian or Pacific Islander				4										4						13	23	46	23	8	648
White				248	38	15	163	66	38	15	9	4	649	249	15	65	16	4	649	12,234	12	60	20	7	646
Two or more races				0										0						196	12	52	25	11	645
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				6										6						399	2	32	37	29	634
Former LEP student - monitoring year 1				1										1						38	11	71	16	3	649
Former LEP student - monitoring year 2				2										2						23	22	70	9	0	653
All Other Students				254	39	15	167	66	39	15	9	4	649	255	15	65	16	4	649	12,956	12	60	21	7	646
IEP																									
Students with an IEP				30	0	0	6	20	16	53	8	27	634	30	0	20	53	27	634	2,173	1	25	42	32	633
All Other Students				233	39	17	169	73	24	10	1	<1	651	234	17	72	11	<1	651	11,243	14	66	17	3	648
SES																									
Economically Disadvantaged Students				48	4	8	29	60	12	25	3	6	644	49	8	59	27	6	644	6,556	6	53	28	12	642
All Other Students				215	35	16	146	68	28	13	6	3	650	215	16	68	13	3	650	6,860	18	65	14	4	649
Migrant																									
Migrant Students				0										0						5					
All Other Students				263	39	15	175	67	40	15	9	3	649	264	15	66	16	3	649	13,411	12	59	21	8	646
Title I																									
Students Receiving Title I Services				22	0	0	12	55	9	41	1	5	639	22	0	55	41	5	639	3,311	6	51	31	12	642
All Other Students				241	39	16	163	68	31	13	8	3	650	242	16	67	13	3	650	10,105	14	62	18	7	647
504 Plan																									
Students with a 504 Plan				9										10	0	50	50	0	641	377	5	60	28	8	643
All Other Students				254	39	15	170	67	36	14	9	4	649	254	15	67	14	4	649	13,039	12	59	21	8	646

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Mathematics Results

School: Benjamin Wentworth Intermediat
District: Scarborough School Department
State: Maine
Code: 1149-1392

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

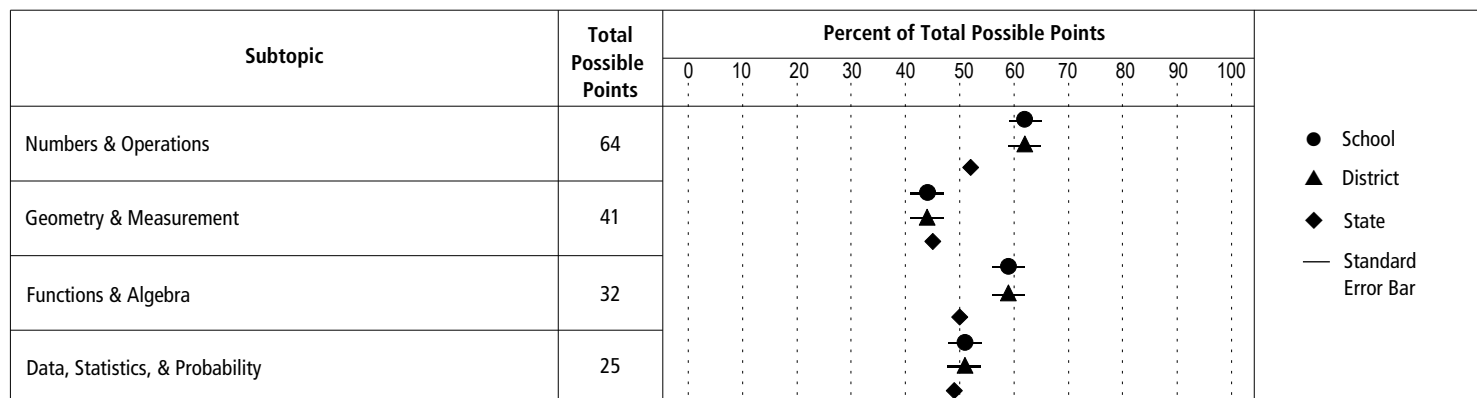
(Scaled Score 633–639)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				251	76	30	114	45	34	14	27	11	647
2011-12				230	75	33	100	43	39	17	16	7	648
2012-13				263	77	29	128	49	35	13	23	9	647
Cumulative Total				744	228	31	342	46	108	15	66	9	647
District													
2010-11				252	76	30	114	45	34	13	28	11	647
2011-12				230	75	33	100	43	39	17	16	7	648
2012-13				264	77	29	128	48	36	14	23	9	647
Cumulative Total				746	228	31	342	46	109	15	67	9	647
State													
2010-11				13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12				13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
2012-13				13,427	2,656	20	5,923	44	2,362	18	2,486	19	643
Cumulative Total				40,632	8,460	21	17,511	43	7,317	18	7,344	18	643





Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Mathematics Results

School: Benjamin Wentworth Intermediat
District: Scarborough School Department
State: Maine
Code: 1149-1392

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				263	77	29	128	49	35	13	23	9	647	264	29	48	14	9	647	13,427	20	44	18	19	643
Gender																									
Male				139	40	29	70	50	18	13	11	8	647	139	29	50	13	8	647	6,937	20	43	18	19	643
Female				124	37	30	58	47	17	14	12	10	647	125	30	46	14	10	646	6,490	19	45	18	18	643
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										4						242	11	42	19	28	639
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						116	11	41	19	29	639
Asian				5										5						242	28	40	15	17	645
Black or African American				2										2						386	4	25	24	47	632
Native Hawaiian or Pacific Islander				4										4						13	46	31	0	23	646
White				248	72	29	122	49	32	13	22	9	647	249	29	49	13	9	647	12,232	20	45	17	17	643
Two or more races				0										0						196	17	42	17	24	641
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				6										6						415	5	23	22	50	631
Former LEP student - monitoring year 1				1										1						38	24	58	13	5	647
Former LEP student - monitoring year 2				2										2						23	48	43	0	9	651
All Other Students				254	74	29	125	49	32	13	23	9	647	255	29	49	13	9	647	12,951	20	45	17	18	643
IEP																									
Students with an IEP				30	0	0	6	20	8	27	16	53	631	30	0	20	27	53	631	2,171	3	18	22	58	630
All Other Students				233	77	33	122	52	27	12	7	3	649	234	33	52	12	3	649	11,256	23	49	17	11	645
SES																									
Economically Disadvantaged Students				48	10	21	23	48	7	15	8	17	643	49	20	47	16	16	643	6,568	11	40	22	28	639
All Other Students				215	67	31	105	49	28	13	15	7	648	215	31	49	13	7	648	6,859	29	48	14	10	647
Migrant																									
Migrant Students				0										0						5					
All Other Students				263	77	29	128	49	35	13	23	9	647	264	29	48	14	9	647	13,422	20	44	18	19	643
Title I																									
Students Receiving Title I Services				22	0	0	7	32	8	36	7	32	635	22	0	32	36	32	635	3,319	9	38	25	29	638
All Other Students				241	77	32	121	50	27	11	16	7	648	242	32	50	12	7	648	10,108	23	46	15	15	644
504 Plan																									
Students with a 504 Plan				9										10	0	50	40	10	641	377	13	45	25	17	641
All Other Students				254	77	30	123	48	32	13	22	9	647	254	30	48	13	9	647	13,050	20	44	17	19	643

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.